

Lockport City School District
ELA Grade 6
Unit 2
Aligned to the Common Core 2011-2012

Unit 2 Title:

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading Literature

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL 6.1)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL 6.2)

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL 6.3)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL 6.4)

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL 6.5)

Explain how an author develops the point of view of the narrator or speaker in a text.

a. Explain how an author's geographic location or culture affects his or her perspective. (RL 6.6)

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video,

or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL 6.7)

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL 6.9)

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 66.) (W 6.5)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W 6.6)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9b)

Create and present a text or art work in response to a literary work.

- a. Develop a perspective or theme supported by relevant details.
- b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
- c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). (W 6.11)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. (SL 6.1)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively (SL 6.2)
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate

volume, and clear pronunciation. (SL 6.4)

ESSENTIAL QUESTIONS: How does and author express theme and/or point of view within the genre of realistic fiction? How can different forms of texts (ie. stories, poems, informational text) be used to compare and contrast similar themes? How can the experience of reading a literary work be compared and contrasted with listening and/or viewing an audio, video or live version with a similar theme?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading realistic fiction:** theme, explicit details that support theme, text structure, the influence, fact vs. personal opinion, the meanings of unfamiliar words, how to compare and contrast the author's presentation of a subject.
- **Strategies for writing a compare and contrast essay:** how to complete a graphic organizer (i.e. Venn diagram) that will analyzes two literary works and/or a video, audio or live performance. How to organize ideas into an appropriate text structure. How to use relevant details, formal style. How to develop an introduction, body and concluding paragraph.
- **Strategies for applying and improving use of conventions:** How to compare and contrast. How to use conventions of standard language and mechanics in writing. How to vary sentence types for meaning and interest, consistency of style and tone.

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **From realistic fiction read:**
Determine theme, cite explicit details, identify text structure, distinguish fact from personal opinions, decipher meanings of unfamiliar words, compare and contrast author presentation of theme.
- **Writing a compare/contrast essay to:** .
Organize ideas into an appropriate graphic organizer to facilitate in the construction of a compare/contrast essay. Organize text structure, using appropriate transitions, use relevant descriptive details, headings, formal style, introduction, body and concluding paragraph.
- **Apply conventions:** Connect, combine, compare & contrast ideas and information from more than one source. Demonstrate command of conventions of standard language and mechanics, vary sentence types for meaning and interest, consistency of style and tone.
- **Story Elements:** Reflect upon the plot,

- **Strategies for interpreting the elements of a literary work:** How to determine the meaning of words and phrases as they are used in the text. How to describe how plot unfolds and how characters respond. How to determine author point of view and its affect on the story. How does the setting affect the theme and/or his or her perspective.

characters, setting and author's point of view to determine their overall affect on the theme. Analyze unfamiliar words/phrases within the context that they appear to determine meanings or connotations.

PHASE TWO: ASSESSMENT EVIDENCE

Which Common Core Standard(s) for Literacy are formally assessed within this unit?

RL 6.1, RL 6.2, RL 6.3, RL 6.4, RL 6.5, RL 6.6, RL 6.7, RL 6.9

W 6.2, W 6.4, W6.5, W6.6, W6.9, W6.11

SL 6.1, SL 6.2, SL 6.4

Unit 2 Culminating Task

***This will also be used as the pre-assessment for the school year**

Formative Assessment Process:

What will the student do or produce to demonstrate their understanding and abilities?

- How will the teacher support performance on this task?
- How will the teacher formatively assess student work and provide feedback?

Students will.....

Distinguish realistic fiction from other genres. Identify and define story elements: theme, author's purpose, character, setting and plot, point of view, so these terms may be utilized throughout the unit.

Teacher will.....

Provide examples of realistic fiction, as well as definitions of theme, author's purpose, character, setting, plot and point of view.

Access previous knowledge by referring back to stories the class has read together to review the aforementioned elements.

Support answers to comprehension questions by referring back to and citing text. (RL 6.1)

Design comprehension questions that require students to support their given answer from text.

Determine the theme of a literary piece by recording explicit and /or inferred

Provide a grade appropriate text and

<p>details from a guided reading. (RL 6.2) (RL 6.5) (SL 6.1) (SL 6.2)</p> <p>Complete a <u>plot line</u> that illustrates how a literary piece's plot unfolds in a series of episodes (RL 6.3) (W 6.2) (SL 6.4)</p> <p>Complete a <u>character study</u> (i.e. web, semantic analysis, "report card", Venn) that reflects understanding of the character by providing a character trait with a supporting detail from the story (RL 6.3) (W 6.2) (SL 6.2)</p> <p>Determine the meaning of words and phrases by using context clues and other strategies (RL 6.4)</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text. Explain how an author's geographic location or culture affects the plot, characters, theme etc. (RL 6.6) (SL 6.1)</p> <p>Compare and contrast texts in different forms and genres (i.e. stories, poems, fantasy stories, audio, plays) in terms of their approaches to similar themes and topics for the purposes of completing a <u>graphic organizer</u> and writing a <u>compare and contrast essay</u>. (RL 6.7 RL 6.9) (W 6.2) (W 6.4) (W 6.5) (W 6.6) (W 6.9)</p>	<p>facilitate in the guiding reading experience, check for understanding.</p> <p>Assess the quality of the completed plot line using rubric</p> <p>Model a character study with appropriate grade level vocabulary</p> <p>Review and model vocabulary strategies for unfamiliar words within the Scott Foreman Reading Series</p> <p>Provide support to students as they identify 1st and 3rd person point of view, as well as setting.</p> <p>Provide tools/resources to complete a graphic organizer to compare and contrast two different genres with similar themes and topics. Develop a rubric that drives the completion of the graphic organizer and essay.</p>
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Complete a timed writing task wherein they 1.) summarize a teacher-selected, sufficiently complex text, articulate the main idea of the piece, and provide three details in support of the identified main idea and then 2.) cite text evidence to support an inference drawn from the text. This will be submitted to the teacher for assessment purposes. (W 6.2, W 6.10, RL 6.1, RL 6.2)

Provide time for writers to complete the timed writing task, independently. ***Do not provide any support.*** Collect.

**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	<ul style="list-style-type: none"> . Targeted comprehension, fluency, listening and speaking and/or language skills. . Content Vocabulary . Text structure . Share reading experiences . Use of graphic sources . Summarize . Word structure . Inferences 	Unit 2: Main Selection- Realistic fiction, teacher selected novel Scott Foresman Vocabulary Strategies (Unfamiliar Words, Prefixes, Antonyms etc.) Graphic Organizers Rubrics Journals

SHARED READING OF INFORMATIONAL TEXT AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none">. Content vocabulary (domain specific). Integrate information. Recognize how different authors and media impart information. Filter relevant from non-relevant information. Inferences. Active listening. Theme. Supporting Details. Text structure. Speaking clearly. Asking questions for clarification. Develop an understanding of a compare and contrast essay. Revision. Identify relevant information	<p>May Include:</p> <p>Internet Technology Graphic Organizers Library Media Center Rubrics Audio Video Various Literary Works</p>
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